



CRIMINAL JUSTICE INSTRUCTOR EVALUATION

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|---|---------------------|-------------------|------------|---------------------------------|----------------------|--------------------------|-------------------------|
| INSTRUCTOR'S PRINTED NAME: | | | | | Certificate # | | |
| EVALUATOR'S PRINTED NAME: | | | | | | | |
| ACCREDITED INSTITUTION/AGENCY: | | | | | | | |
| INDICATE TYPE OF COURSE (Check appropriate block) | BLET | IN-SERVICE | DOC | INSTRUCTOR | RADAR/TDS | DETENTION OFFICER | TELECOMMUNICATOR |
| | | | | | | | |
| BLOCK OF INSTRUCTION: | | | | LOCATION OF INSTRUCTION: | | | |
| TOTAL HOURS OF INSTRUCTION: | | | | DATE(S) OF INSTRUCTION: | | | |
| OVERALL EVALUATION VALUE: (From Cumulative Total on Back) | Acceptable | | | | | | |
| | Unacceptable | | | | | | |
| INSTRUCTOR'S SIGNATURE: | | | | DATE: | | | |
| EVALUATOR'S SIGNATURE: | | | | DATE: | | | |
| AGENCY NAME: | | | | AGENCY PHONE #: | | | |
| SCHOOL DIRECTOR'S SIGNATURE [If not the evaluator]: | | | | DATE: | | | |
| IN-SERVICE COORDINATOR [If not the evaluator]: | | | | DATE: | | | |
| | | | | | | | |
| COMMENTS: | | | | | | | |

To Be Completed in Commission Accredited Training Courses or Commission Recognized In-service Training courses

I certify that the lesson plan for this block of instruction has been reviewed and found to be in compliance with 12 NCAC 9B .0303(f). A copy of the lesson plan is on file in this office.

Signature of Certified School Director

Date

Signature of In-Service Coordinator

Date

Instructor _____ Evaluator _____ Date _____

Instructor Evaluation Form for Commission Training

Assign a value for each item. Values should be assigned in accordance with this scale:

| | | | |
|---|----------------------|------------------------|---------------------------|
| 0 Did not do/ Unacceptable | 1 Marginal | 2 Acceptable | 3 Above Average |
|---|----------------------|------------------------|---------------------------|

I. INSTRUCTIONAL ABILITY

- A. Voice Quality
 - 1. ___ Projection
 - 2. ___ Articulation
 - 3. ___ Speech Rate
- B. Verbal Skill
 - 1. ___ Fluency
 - 2. ___ Clarity
- C. Physical Appearance & Mannerisms
 - 1. ___ Attire
 - 2. ___ Posture
 - 3. ___ Body Language
 - 4. ___ Eye Contact
 - 5. ___ Movement
- D. Personal Qualities of the Instructor
 - 1. ___ Knowledge
 - 2. ___ Self-Confidence
 - 3. ___ Tact
 - 4. ___ Enthusiasm
 - 5. ___ Sensitivity
- E. Selection and Use of Training Aids
 - 1. ___ Use of writing surface
 - 2. ___ Effectively uses multimedia/transparencies/slides
 - 3. ___ Relates to objectives
 - 4. ___ Use training aids when scheduled

II. A. Use of Questions

- 1. ___ Use of questions
- 2. ___ Stimulates and encourages discussion
- 3. ___ Response to student questions

B. Student Involvement

- 1. ___ Encourages class participation
- 2. ___ Maintains student attention
- 3. ___ Engages all students

C. Organization

- 1. ___ Arranges classroom for maximum effect
- 2. ___ Has all training tools/items ready
- 3. ___ Instructor prepared for class and lessons

D. Control and Discipline

- 1. ___ Maintains proper behavior and orderliness in the classroom
- 2. ___ Stimulate discussion/involvement but remain in control
- 3. ___ Handles class disruptions/problems

III. PRESENTATION OF LESSON PLAN

A. Lesson Body

- 1. ___ Coverage
- 2. ___ Sequence
- 3. ___ Timing
- 4. ___ Transitions
- 5. ___ Emphasis and Summarization
- 6. ___ Relationships and examples
- 7. ___ Consistency with lesson plan

_____ **Total Points Scored**
(Passing Score = 75 points)

Comments: _____

PRESENTATION EVALUATION CRITERIA

Rating System:

0 = Did Not Do/Unacceptable

1 = Marginal

2 = Acceptable

3 = Above Average

I. Instructional Ability

| Performance Factors | Guidelines for Performance Ratings |
|--|--|
| A. Voice Quality | A. Voice Quality |
| 1. PROJECTION – Students do not have to strain to hear the instructor 2. ARTICULATION – Instructor uses proper pronunciation and speaks clearly and distinctly – does not have “lazy speech” habits. 3. SPEECH RATE – Interesting rate of delivery – too slow is boring and too fast is difficult to comprehend. | 0 = Unacceptable – Fails to meet requirements; rasping, shrill, strident, or inaudible 1 = Marginal – Barely meets minimum standards; may be somewhat monotonous, noticeably high or noticeably weak; may exhibit undesirable mannerisms; e.g., affection stilted manner 2 = Acceptable – Natural; adequate volume; clearly above minimum standards; may be somewhat lacking in color and range; voice may fade occasionally. 3 = Above Average – Well modulated, pleasing and distinct, appropriate variety in pitch and volume; conveys interest and enthusiasm, uses emphasis as appropriate. |
| B. Verbal Skill | B. Verbal Skills |
| 1. FLUENCY – Instructor has sufficient command of the English Language to present his/her ideas to the class without exceeding the student’s level of comprehension. 2. CLARITY – Instructor is able to express his/her thoughts in a manner easily comprehended by the class. | 0 = Unacceptable – Very deficient in grammar or vocabulary; uneven, excessively choppy speech, too rapid, too slow and drawling; noticeably defective; e.g., lisping, stuttering, frequent mispronunciations. 1 = Marginal – Slurred; not articulate; may grope for words; choppy – many pauses; limited vocabulary; repeats pet words and phrases; uses slang, uses words beyond the comprehension of the class; careless use of English. 2 = Acceptable – Speaks without difficulty; free from undesirable speech habits; makes few errors in English usage; uses reasonably good choice of words; uses appropriate inflection and emphasis. 3 = Above Average – Speaks with ease and precision, conversational, with information correctness; good choice of words; fluent expression. |

| C. Physical Appearance and Mannerisms | C. Physical Appearance and Mannerisms |
|---|--|
| <p>1. ATTIRE – Dress is appropriate for the learning environment.</p> <p>2. POSTURE – Does not frequently lean on wall or furniture, “slouch” in chair, or become “excessively” informal to the detriment of the presentation.</p> <p>3. BODY LANGUAGE – Uses hands, head and body effectively to communicate ideas – is not rigid or wild with gestures.</p> <p>4. EYE CONTACT – Maintains eye-to-eye contact with class – does not talk to ceiling or floor.</p> <p>5. MOVEMENT – Uses movement to enhance effectiveness of presentation.</p> | <p>0 = Unacceptable – Untidy in dress and personal care; posture or bearing poor; gestures stilted; meaningless, or affected; stares at floor, ceiling, or one spot in the room; continually shifts eyes without fixing on an individual; depends completely on notes; possesses extremely distracting mannerisms; movements awkward, repetitious, or meaningless.</p> <p>1 = Marginal – Somewhat careless in attire; details of personal care show neglect; posture or bearing deficient gestures infrequently; stays rooted to one spot; gestures bordering on the stilted or affected; indecisive – often loses eye contact; frequent distracting mannerisms; movement often affected, stiff, unnatural, or excessive.</p> <p>2 = Acceptable – Acceptably neat and well groomed; details of personal care satisfactory; adequate posture and bearing. Gestures typically natural and meaningful; usually decisive; usually maintains eye contact; occasional distracting mannerisms in evidence; boy movement which serve only as an outlet for nervous energy.</p> <p>3 = Above Average – Dress and person very neat, clean and well groomed; good posture and bearing; gestures appropriate, natural, purposeful; eye contact, consistently maintained, encompasses entire class, completely free from distracting mannerisms or movements and actions; movements purposeful and natural; few unplanned and random movements.</p> |

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| <p>D. Personal Qualities of the Instructor</p> | <p>D. Personal Qualities of the Instructor</p> |
| <p>1. KNOWLEDGE – Sound understanding and familiarity with subject matter taught.</p> <p>2. SELF-CONFIDENCE – Projects air of authority and confidence in his/her ability and knowledge.</p> <p>3. TACT – Is tactful in interpersonal dialogue, not authoritarian.</p> <p>4. ENTHUSIASM – Projects genuine enthusiasm in his/her presentation and real concern for the student’s training.</p> <p>5. SENSITIVITY – Is aware of and responsive to individual personality differences of the students. Is not impersonal or sarcastic to class members.</p> | <p>0 = Unacceptable – Fundamental knowledge lacking; appears devoid of related information; frequent errors of fact; many ambiguities and many misleading statements; sometimes bluffs to cover up inadequacies; avoids answering direct questions. Emotionally unstable; seems to say the wrong thing; uncouth or impolite; flustered, hurried; strained and impatient, negligent, critical and faultfinding; either unfriendly or too familiar.</p> <p>1 = Marginal – Information bordering on the inadequate; information disjointed, superficial, occasional errors in fact, occasional ambiguities and misleading statements. Somewhat oversensitive; easily upset; unconventional in terms of polite practices; aloof, impatient, hesitant; timid, apologetic.</p> <p>2 = Acceptable – Knowledge limited to specific area of teaching responsibility but clearly adequate for present teaching duties; average command of information in instructional field; organized. Emotionally stable but somewhat upset by the unexpected; usually patient; civil; conforms to conventional practices; somewhat serious, reserved, or exacting; generally says the wise; thing; consistent; moderately firm.</p> <p>3 = Above Average – Accurate and well-organized knowledge of field; a strong background being taught; comfortable knowledge or related fields; uses variety of illustrative materials. Cheerful; well balanced; courteous; poised, tries to be objective, tactful; friendly, with an understanding, adult point of view, decisive; displays sense of humor; confident.</p> |
| <p>E. Selection and Use of Training Aids</p> | <p>E. Selection and Use of Training Aids</p> |
| <p>1. USE OF WRITING SURFACE & AIDS – Uses writing surface and other aids where appropriate to develop subject. Does not obstruct view of training aids in use.</p> <p>2. EFFECTIVELY USES MULTIMEDIA/TRANSPARENCY SLIDES (Minimum 10/3) – In classroom environment</p> <p>3. RELATES AIDS TO OBJECTIVES – Ties material directly to the training objectives and emphasizes the appropriate material.</p> <p>4. USE TRAINING AIDS WHEN SCHEDULED – Training aids are appropriately placed in lesson plan and used when called for.</p> | <p>0 = Unacceptable – Training aids inadequate or lacking; aids fail to illustrate the point; instructor and class unprepared for use of aids; aids used as crutches, aids do not augment verbal instruction; aids handled in a clumsy fashion; explanation sketchy and insufficient; videos not introduced, or used effectively.</p> <p>1 = Marginal – Weak judgment in selection of types of aids; incomplete preparation for use; aids solely used as “eyewash;” transition between aids lacks smoothness mechanics of using aids occasionally mishandled; displayed aids at the wrong time.</p> <p>2 = Acceptable – Training aids adequate – Illustrate the point; evidence of preparation and acquaintance with the aids; aids introduced at proper time and used with satisfactory skill.</p> <p>3 = Above Average – Well prepared for the use of aids; aids smoothly displayed; aids integrated into lesson; excellent accompanying explanation, mechanics of use of aids well handled.</p> |

II. Student Participation

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| <p>A. Use of Questions</p> | <p>A. Use of Questions</p> |
| <p>1. USE OF QUESTIONS – Uses questions to develop student knowledge, identify weaknesses, and build confidence. Does not ask “Does anyone know” or “Yes/No” questions.</p> <p>2. STIMULATES AND ENCOURAGES DISCUSSION – Uses questions effectively to encourage student participation but remains in control of class.</p> <p>3. RESPONSE TO STUDENT QUESTIONS – Responds to student questions in a positive manner; understands and gives clear answers.</p> | <p>0 = Unacceptable – No evidence of planning; questions unsuited to class situation because of irrelevance, vagueness, or vocabulary level; student questions discouraged, questions fragmentary or inconsequential; handles responses poorly; often misunderstands student questions or the reason for the confusion that prompted the question.</p> <p>1 = Marginal – Inadequate planning in questions call for little student thought; questions not well distributed frequently violates mechanics of asking questions; questions poorly framed; responses not fully exploited; students afforded very limited opportunity to ask questions; sometimes fails to understand student questions.</p> <p>2 = Acceptable – Questions reasonably well formulated and understood by students; uses some thought provoking questions; mechanics of questioning satisfactory; student questions and responses handled adequately.</p> <p>3 = Above Average – Evidence of careful planning for the use of questions; generally effective student responses; framed thought provoking questions; uses correct procedures; distributes questions and provides excellent answers.</p> |
| <p>B. Student Involvement – Student participation is encouraged – not a straight lecture situation.</p> | <p>B. Student Involvement</p> |
| <p>1. STIMULATE AND ENCOURAGE CLASS PARTICIPATION</p> <p>2. MAINTAINS STUDENTS ATTENTION SPAN</p> <p>3. ENGAGES ALL STUDENTS EFFECTIVELY</p> | <p>0 = Unacceptable – Instructor unable to obtain participation or instructor unwilling to encourage participation; students sullen or rebellious; students hesitant or afraid to take part because of poor instructor-student rapport; instructor obviously unable to generate interest, students bored, restless or inattentive.</p> <p>1 = Marginal – Environment created by instructor fails to elicit general interest and participation; participation obtained by compulsion; instructor depends upon a few aggressive students for reaction; timid and weak student not responding; imbalance in student-instructor active participation; student interest and attention marginal; lapses in attention are frequent and sustained.</p> <p>2 = Average – Real interest in participating aroused in most students; adequate balance of student-instructor active participation; consistent method used. Instructor attends more to capable self-confident students. Students interested and attentive with only occasional and temporary lapses.</p> <p>3 = Above Average = Participation spontaneous; students with the instructor all the way; excellent balance of student-instructor active participation. Students interested, lapses in attention rare.</p> |

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| <p>C. Organization – Starts all sessions promptly. Classroom, handouts, AV aids, tools, etc., ready before class starts.</p> | <p>C. Organization</p> |
| <p>1. ARRANGED CLASSROOM FOR MAXIMUM EFFECT.</p> <p>2. ENSURED ALL TRAINING TOOLS/ITEMS READY WHEN NEEDED.</p> <p>3. INSTRUCTOR PREPARED FOR CLASS LESSON.</p> | <p>0 = Unacceptable – No consistent practices; routines poorly managed; materials of instruction unavailable when needed; continuous confusion; seating arrangements inappropriate for type of lesson.</p> <p>1 = Marginal – Some time confusion, materials of instruction on hand but not in order; only token attention given to physical conditions; classroom and seating arrangements marginal. Instructor could have planned more and not well prepared.</p> <p>2 = Average – Classroom orderly; routines satisfactorily managed; materials of instruction available and arranged; some attention paid to physical conditions; room and seating arrangement adequate. Managed time correctly. Instructor prepared and teaches all segments in the allotted time.</p> <p>3 = Above Average – Classroom routines well managed. Special attention given to physical conditions; instructional materials available and ready to use; room arrangements suited to instruction; seating arrangements carefully planned. Time meticulously managed.</p> |
| <p>D. Control and Discipline</p> | <p>D. Control and Discipline</p> |
| <p>1. MAINTAINS PROPER BEHAVIOR AND ORDERLINESS IN CLASSROOM.</p> <p>2. STIMULATES DISCUSSION/INVOLVEMENT BUT REMAINS IN CONTROL.</p> <p>3. HANDLES CLASS DISRUPTIONS/PROBLEMS.</p> | <p>0 = Unacceptable – Disrespect and disorder in evidence; instructor not aware of centers of difficulty; lacks ability to individualize problem areas; uses ridicule; sarcasm, threats to maintain/regain control.</p> <p>1 = Marginal – Disciplinary problems are minor; instructor recognizes centers of difficulty but deals with them ineffectively; has difficulty maintaining control of class.</p> <p>2 = Average – Control adequate, not observed difficulties; control secured through tactful acts, cajolement, or coaxing.</p> <p>3 = Above Average – Group well controlled, control secure primarily through interest in class activities, handles all problems well, instructor patient.</p> |

III. Presentation of Lesson Plan

| Lesson Body | Lesson Body |
|--|---|
| <p>1. COVERAGE – Omits no subject matter to be covered in lesson. Does not “sidestep” student questions – obtains answer(s) during break, if necessary.</p> <p>2. SEQUENCE – Does not confuse class by out-of-sequence presentation. Presents information in a logical sequence, building on previous information.</p> <p>3. TIMING – Allows sufficient time for questions and discussion – progresses to next subject when appropriate.</p> <p>4. TRANSITIONS – Ties in subjects smoothly with continuous progression and development of lesson.</p> <p>5. EMPHASIS AND SUMMARIZATION – Emphasizes key points and summarizes topics frequently to reinforce learning.</p> <p>6. RELATIONSHIP AND EXAMPLES – Frequently establishes relevance of topics to entire lesson and/or course – uses vivid examples to clarify subject.</p> <p>7. CONSISTENCY WITH LESSON PLAN – Presentation clearly follows lesson plan.</p> | <p>0 = Unacceptable – Presentation fails because of poor organization, lack of unity, or inappropriate method or techniques; instruction is unquestionably dull and plodding; student reaction neither solicited nor encouraged; “flooded” by the unexpected; examples and illustrations lacking. Fails to cover objectives in materials; presentation wanders and does not follow lesson plan.</p> <p>1 = Marginal – A barely acceptable presentation because of faulty organization, abrupt transitions. Instruction borders on the dull, no use made of student leads; instructor relatively flexible, reads notes. Does not clearly explain objectives during training, presentation only partially follows lesson plan.</p> <p>2 = Average – Well organized; techniques appropriate but limited in variety; attends to obvious student difficulties; uses notes inconspicuously; usually makes smooth transitions; handles most unexpected situations well; uses appropriate illustrations and examples; covers objectives adequately and presentation basically follows lesson plan without major deviation.</p> <p>3 = Above Average – Very well organized, interesting and informative, understandable and clear; good transitions, handles the unexpected quiet well; uses examples and illustrations effectively. Objectives clearly identified and explained; presentation explains principles clearly and follows lesson plan thoroughly. Summarizing occurs spontaneously throughout lesson.</p> |